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1921/22

**THE
EAST STROUDSBURG
QUARTERLY**

**THE CATALOG
1921-1922**



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of the

State Normal School



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1921-22

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CALENDAR, 1921-22

Training School begins.....	Monday, September 12
First Semester begins.....	Tuesday, September 20
First Quarter ends.....	Saturday, November 19
Thanksgiving Recess*.....	Thursday, Nov. 24 to Sunday, Nov. 27
Christmas Recess*.....	Friday, M., Dec. 23 to Monday, Jan. 2
First Semester ends.....	Saturday, January 28
Second Semester begins.....	Monday, January 30
Holiday, Washington's Birthday.....	Wednesday, February 22
Third Quarter ends.....	Saturday, April 1
Easter Recess*.....	Saturday, April 8 to Monday, April 17
Holiday, Memorial Day.....	Tuesday, May 30
Second Semester work ends.....	Friday, M., June 2
Baccalaureate Sermon.....	Sunday, June 4
Class Day.....	Monday, June 5
Alumni Day.....	Tuesday, June 6
Twenty-Ninth Annual Commencement.....	Wednesday, June 7
Summer School begins.....	Monday, June 19
Summer School ends.....	Friday, August 18

*All dates given for recess are inclusive.

BOARD OF TRUSTEES

Term expires first Monday of July, 1921

CHARLES R. TURN, President.....	<i>East Stroudsburg</i>
C. RAYMOND BENSINGER, Vice-President.....	<i>East Stroudsburg</i>
FRANK KOEHLER	<i>Stroudsburg</i>

Term expires first Monday of July, 1922

W. A. GILBERT	<i>Stroudsburg</i>
C. B. KELLER	<i>Stroudsburg</i>
DR. JOHN HENRY	<i>East Stroudsburg</i>

Term expires first Monday of July, 1923

MRS. W. DOLBY PALMER.....	<i>Stroudsburg</i>
MRS. W. B. EASTON	<i>Stroudsburg</i>
GEORGE L. NYCE	<i>East Stroudsburg</i>

OFFICERS OF ADMINISTRATION

FRANK E. BAKER, A. M., Principal
ALBERT D. WANNEMAKER, A. M., Dean of Instruction
MRS. ELLA WHITE BROWN, A. M., LL. B., Dean of Women
HERMAN L. ROTHFUSS, A. M., Dean of Men
C. J. NAEGLE, A. B., Director of the Training School
EDITH BROWN, B. S., Librarian
A. L. HELMES, Bursar
FRANK L. STACKHOUSE, Treasurer
RUTH M. GEISER, Secretary to the Principal
ANNE ELIZABETH DREHER, House Director

THE FACULTY, 1920-21

- FRANK E. BAKER, A. M., *Principal*
ALBERT D. WANNEMAKER, A. M., *Dean of Instruction*, Latin
ELIZABETH KURTZ, A. M., Geography
EDNA L. ROSENKRANS, A. B., English
DANIEL WOLFORD LA RUE, PH. D., Education
M. KATHERINE HILL,* Public Speaking and Dramatics
FRANK P. MAGUIRE, A. B., Mathematics
GERTRUDE M. ROGERS,† Critic, Kindergarten
ELLA WHITE BROWN, A. M., LL.B., *Dean of Women*, Mathematics
CARRIE ETHEL BAKER, A. B., English
GERTRUDE ELIZABETH HERZOG, B. S., Health Education
HELEN BELL TRIMBLE, PH. D., Social Studies
EDNA P. MARSH, Critic, Grade I
RUTH FLORY, Critic, Grades VII-VIII
EDITH M. DECKER, Critic, Grade IV
PHILIP EDWARD BROWN, B. S., Health Education
C. J. NAEGLE, A. B., *Director of the Training School*
AMANDA JACOBSON, B. S., Art
MATHILDA GARFIELD KULP, B. S., Critic, Grade III
HERMAN L. ROTHFUSS, A. M., *Dean of Men*, Science
RAYMOND P. MARONPOT, A. B., French and Spanish
MARY T. HAYDOCK, B. S., Critic, Grade VI
ELSIE LENA MILLS, Critic, Grade II
ONA MAY WARNER, B. of Ped. in Music, Music
EDNA F. FAUST, B. S., Critic, Grade V
ADELAIDE AMMERMAN, Critic, Grade VII
ROSE BURNETT, Critic, Grade VI
MABEL KURTZ, Critic, Grade VIII
CLARA SHEELEY, Critic, Grade VIII
ELLENE MARIE SULLIVAN, Public Speaking and Dramatics
LUCILLE GLASS, Substitute Critic, Kindergarten

* Resigned February 1, 1921.

† On leave of absence for illness since February 1, 1921.

THE NORMAL SCHOOL

FORMER YEARS

This catalog announces the approaching twenty-ninth year of the youngest state normal school in Pennsylvania. The landed holdings of the school began in 1891. The site chosen was beautiful and is an asset of permanent value to the school. On a hill commanding a view of the other hills and of Mt. Pocono in the distance, the first building, long known as Main Building, was completed in 1893. The laying of the cornerstone was a memorable occasion with speeches by the Hon. John B. Storm, of Stroudsburg, by Prof. Frank Transue of Stroudsburg, and by the Rev. Chandler A. Oakes of East Stroudsburg.

The legal existence of the school began with an Act of Assembly in the spring of 1893 and the first class was graduated in 1894.

Several additional purchases of land have increased the holdings of the school to a rectangular plot of about thirty acres.

The trees of the campus are numerous and beautiful. The graceful willows pictured on page 7 and many other trees are of natural growth. Including the wooded section of the campus, probably three quarters of the trees grew themselves. From time to time other trees have been planted in desired locations. The beautiful avenue of maples at the main approach to the school is the largest single planting that has been made.

The second building to be constructed was a gymnasium, then came a recitation hall in 1902, and finally in 1908 a building which is boys' dormitory on the two upper floors and houses the training school below.

The Normal School was founded in East Stroudsburg by the enterprise of local people and for twenty-seven years was governed by a Board of Trustees, half of whom represented the stockholders and half the state of Pennsylvania. Like other normal schools similarly founded in this state, it has recently passed entirely under state control. The transfer of power was made in the summer of 1920. The training of teachers is peculiarly a concern of the state, and this state is now giving large attention to such training. Under the new arrangement the school will go on to a larger future based upon the past made possible by its founders and loyal supporters.

The principals with their terms of service follow:

GEORGE P. BIBLE, A. M.....	1893-1902
E. L. KEMP, SC. D., LITT. D.....	1902-1920
F. E. BAKER, A. M.....	1920-

THE PRESENT YEAR

The naming of the buildings with names appropriate to the history and environment of the school has been arranged by a joint committee of the faculty and the trustees. These names are to be given by members of the Senior Class on Class Day of Commencement Week. Stroud

Hall is the name of the main building. The pioneer of the Stroudsburgs can fittingly lend his name to the first building. The gymnasium is to be known as Wayne Gymnasium. It is named after Wayne County and indirectly after Mad Anthony Wayne. The county in which



CAMPUS WILLOWS

the school is situated may seem neglected, but the name Monroe has been reserved for a new building. The recitation hall will be Oakes Hall. The Rev. Chandler A. Oakes, formerly pastor of the Presbyterian Church of East Stroudsburg, was a leader of the forces that caused the location of the Normal School in this place. The building now used for dormitory and training-school purposes will be entirely dormitory

when a training school is built. With dormitory use only in view, it is named Shawnee Lodge.

The material improvements of the year include the following: electric lights on the campus, electric lights available all night in the dormitories, a new electric generator, reconstruction and refurnishing of administrative and business offices, redecorating and refurnishing of entrance corridors and reception room in Stroud Hall, construction and furnishing of a social room for girls with hardwood floors in Stroud Hall and a den for boys in Shawnee Lodge, the decorating and furnishing of a suite for the house director adjacent to a newly equip-



SHAWNEE LODGE

ped infirmary, new Y. W. C. A. room, two newly decorated and furnished guest rooms with adjoining baths, several other new bath rooms, the remodeling of the auditorium stage for dramatic work, the removal of the library to a single large room in Oakes Hall where have been installed steel bookshelves filled with the former library to which large additions especially suited to the new courses of study have been made.

The Minisink and Shakespearean Societies made generous money donations for new library books.

Scholastically the most valuable accomplishment of the year is the contract with the School Board of East Stroudsburg whereby all children residing within a prescribed district attend the Training School. By the same contract additional rooms are available for training purposes in the boro school itself, and four such rooms have been

used this year. Without these training units it would have been impossible to give each student of the Normal School the training now required by the state. The plan has worked well and is enlarged for next year.

The Student Council was organized this year. Through it the students have a voice and responsibility in many matters affecting school policy. The first year of the Council has been one of gratifying success under the able presidency of Edward L. Kemp, Jr.

Three new student clubs have been organized during the year. The Clio Society is devoted to history and allied interests. The Blue Pencil Club is organized for the production and enjoyment of good English. The Dramatic Club presents plays. Each of these clubs is made up of students interested in the purpose of the club and has associated with it a member of the faculty who is devoted to the same interest.

The support and interest of the Alumni have been felt in various ways during the year. Visits of alumni to the school have been gratifyingly frequent. Especial interest has been shown in plans to make Alumni Day an increasingly significant feature of Commencement Week.

This year, in common with the other normal schools of the state, this school has followed the new differentiated course of study, training students to teach in special grades. The greater definiteness of the work has meant greater earnestness and has fostered a truly professional spirit in the students. The new requirement of high-school graduation is proving effective in obtaining a better prepared student body.

THE COMING YEAR

A good Normal School does not exist without a strong Training School. The new contract with the School Board of East Stroudsburg provides place and material for strong work in teacher-training. The children within a designated district will attend the kindergarten and the first six grades in the Training School at the Normal School. There will be enough children to have A and B divisions in each grade. This makes thirteen teaching units at the Normal School. One additional primary unit will be maintained in the Public School on Courtland Street. Also a Junior High School, run jointly by the Normal School and by the School Board of East Stroudsburg, will provide seven more training units. The twenty-one units mean over five hundred children in the Training School and good opportunity for every student in training to observe and practice effective methods of teaching. Demonstration teaching by capable critic teachers and supervisors will be a prominent part of the work.

Normal courses to prepare special teachers and supervisors in Health Education will be given for the first time this year at East Stroudsburg. In this work this Normal School is designated to serve

the eastern half of the state. This promising field should attract many students.*

A lecture and recital course will be given the coming year. The enrolment fees cover the cost to students. Only noted artists will



TRAINING-SCHOOL RECESS

appear in this series. In October, John Kendrick Bangs will lecture on Salubrities I have Known. In November, Mae Peterson, vocal soloist, will give a recital. In January, John Barnes Wells, tenor soloist, will give a recital. In February, the Hon Wm. Jennings Bryan will give his lecture, The Prince of Peace. In March or April, Tom Skeybill,

*For further information see pages 36 ff.

Australian poet and soldier, will give an evening of readings from his poems.

The necessary repairs and equipment for the coming year will cost \$30,000. Some of the items are of special interest.

Nearly \$8,000 will be spent to fit Wayne Gymnasium for the new work in Health Education. Three hundred lockers and twelve showers will be placed in a remodeled basement.

A Biology and Nature Study Laboratory will be newly equipped in Oakes Hall.

A boiler water feed system, to be installed at the boiler house, will reduce the coal bill without reducing the heat.

A drinking fountain, and lockers and chairs for the cloakrooms used by day-students, will be installed in Oakes Hall.

Two suction fans to be installed in the laundry will draw the heat out-doors and add to the comfort of the north wing of Stroud Hall.

The interior of Stroud Hall will be painted.

PURPOSE

The East Stroudsburg State Normal School has one aim, to train teachers worthy to serve a democracy. More new teachers fail socially than fail scholastically. Therefore the school earnestly strives, not only for intellectual excellence and professional spirit, but for such social poise and insight as make teachers valued and forceful members of any community.

PLANS

Every progressive institution has plans beyond the coming year, dreams soon to be realized.

The school has not had a new building for thirteen years. Meantime it has grown and its work has been enlarged. Continued efficiency demands several new buildings, convenient for special purposes.

Plans have been approved for a building to be known as Minisink Lodge, this building to contain a new dining hall and kitchen, social rooms, and a dormitory.

The Monroe Training School is planned for location on the lower campus, readily accessible to the children of the town. The adequate equipment of this school will be a matter of special care.

Pennsylvania Hall will contain the offices of administration, the library, laboratories and an auditorium adapted to all school purposes, convenient of access, and safe in location for the public. The present auditorium on the third floor of Stroud Hall will be converted into dormitory rooms.

The pressing needs of the special normal work in Health Education will cause the installation in the near future of a swimming pool in the Wayne Gymnasium.

Consultation has been had with the state architect on all this construction and its realization will come in reasonable time with adequate state appropriation.

The school values good equipment as an important means to the attainment of its great end. The spirit of the school, the outlook of its students toward social service, is the chief concern. The state of Pennsylvania can afford its best material contribution for this great object.

REQUIREMENTS FOR ADMISSION

Adopted March 23, 1920

1. Graduates of approved secondary schools who can present evidence of having completed fifteen units of high school work will be admitted as regular students to the state normal schools.

2. A unit shall consist of not less than thirty-six weeks of work requiring at least four periods a week of not less than forty minutes a period or its time equivalent. Subjects not requiring out-of-class preparation or study shall require double time in estimating the units.

3. Credentials of all students entering the state normal schools shall be received and evaluated by the normal schools and submitted to the State Department of Public Instruction for approval. Blanks for this purpose should be secured from the normal school on or before August 1, as they have to be filled out in detail, signed by the high school principal or other responsible official, and received and approved as stated above before the student can be officially enroled.

4. Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the normal schools.

5. Required units for admission:

English	3 units
Mathematics	1 unit
Science	1 unit
Social Studies	1 unit; after Sept. 1923, 2 units
Elective	9 units; after Sept. 1923, 8 units
<hr/>	
Total	15 units

6. The holders of permanent and professional certificates will be given one credit toward admission as regular students to the normal schools for each subject of high school grade written on the certificate.

7. Advanced credit will be given for equivalent courses in approved teacher training institutions, but no student may obtain a normal school certificate without a minimum residence of one year.

8. For the present the normal schools shall, when necessary, conduct a secondary department of first class high school grade for those students who do not have similar high school facilities available in their home communities.

COURSES OF STUDY IN THE PENNSYLVANIA STATE NORMAL SCHOOLS

Adopted March 23, 1920.

Revision of 1921

Four Curricula are planned by the state, each with reference to specialization in one type of teaching in the elementary schools. They are:

- I. Curriculum for Teaching in Kindergarten to Grade III.
- II. Curriculum for Teaching in Grades IV-VI.
- III. Curriculum for Teaching in Grades VII-IX.
- IV. Curriculum for Teaching in Rural Schools.

There has been so little demand for the fourth curriculum that the East Stroudsburg State Normal School offers the first three only. Any student wishing the fourth curriculum should choose the second, which is very similar, and inform the administration that he desires the fourth. It will then be possible to arrange through electives a curriculum equivalent to the fourth curriculum.

Special curricula in Health Education are given at East Stroudsburg for the eastern half of the estate and are described in detail beginning on page 38.

The two years' work of the Normal School is divided into four semesters. The work of the first semester is the same for all students. During that semester the students learn the requirements and possibilities of teaching in the various grades. At the end of the first semester they select one of the three curricula.

The work of each curriculum must be completed in its entirety. Students may be granted the privilege of changing from one curriculum to another only on condition that the prescribed courses of any curriculum so selected be completed before a certificate of graduation is granted.

Students desiring to do college work, but not normal work, are advised that all normal courses are of college grade and command full credit in the educational schools or departments of standard colleges. Furthermore, all courses are professional in spirit; nearly all are highly professional in content, preparing directly for teaching. Students wishing college work of the classical or scientific type will be admitted to such courses as happen to suit their needs. These non-professional courses are not many, as all curricula are planned with a view to teacher-training only.

Students desiring private lessons in piano or voice will find as good private teachers in the neighborhood of the Normal School as are usual in fair-sized centers of population. Pianos may be rented for practice by payment at the bursar's office of the fee stated in the table of expenses on page 48. The Normal School is enlarging its music department for next year. Its teachers give their full time to the problem of the teaching of music in the public schools.

CURRICULA FOR THREE GROUPS

TABLE I
SEMESTERS I AND II

Group	Semester I	Semester II
I. Kinder- garten, Grades I-III.	Introduction to Teaching 4* 3†	Psychology and Child Study 3* 3†
	English Fundamentals 3 3	Kindergarten Theory 2 2
	English Composition 2 2	English Composition 2 2
	Nature Study 3 2	Oral Expression 2 2
	Art 3 1½	Teaching of Primary Reading 3 3
	Music 2 1	Industrial Arts 4 2
	Personal and School Hygiene 2 2	Handwriting 2 1
	Health Education 3 1½	Music 2 1
	Elective 3 3	Health Education 3 1½
		Elective 3 3
	<i>Semester Total</i> 25 19	<i>Semester Total</i> 26 20½
II. Grades IV-VI.	Introduction to Teaching 4 3	Psychology and Child Study 3 3
	English Fundamentals 3 3	Oral Expression 2 2
	English Composition 2 2	English Composition 2 2
	Nature Study 3 2	Teaching of Arithmetic 3 3
	Art 3 1½	Teaching of Geography 3 3
	Music 2 1	Teaching of History 3 3
	Personal and School Hygiene 2 2	Handwriting 2 1
	Health Education 3 1½	Music 2 1
	Elective 3 3	Health Education 3 1½
		Elective 2 1
	<i>Semester Total</i> 25 19	<i>Semester Total</i> 25 20½
III. Grades VII-IX.	Introduction to Teaching 4 3	Psychology and Adolescence 3 3
	English Fundamentals 3 3	English Composition 2 2
	English Composition 2 2	Oral Expression 2 2
	Nature Study 3 2	Health Education 3 1½
	Art 3 1½	Elective — Major 6 6
	Music 2 1	Elective — Minor 6 6
	Personal and School Hygiene 2 2	
	Health Education 3 1½	
	Elective 3 3	
	<i>Semester Total</i> 25 19	<i>Semester Total</i> 22 20½

* Number of sixty-minute periods a week.

† Number of semester hours of credit.

CURRICULA FOR THREE GROUPS

TABLE II
SEMESTERS III AND IV

Group	Semester III	Semester IV
I. Kinder- garten, Grades I-III.	Student Teaching, School Efficiency, and Conferences ... 15* 15† Teaching of Primary Subjects 3 3 Health Education .. 3 1½ <i>Semester Total</i> ... 21 19½	History and Princi- ples of Education... 3* 3† Children's Literature and Story Telling.. 3 3 Educational Sociology 3 3 Art Education 4 3 Music 2 1 Health Education ... 3 1½ Elective 5 5 <i>Semester Total</i> 23 19½ <i>Group Total</i> 95 78½
II. Grades IV-VI.	Student Teaching, School Efficiency, and Conferences ... 15 15 Teaching of English. 3 3 Health Education .. 3 1½ <i>Semester Total</i> 21 19½	History and Princi- ples of Education.. 3 3 Juvenile Literature.. 3 3 Educational Sociology 3 3 Art Education 4 3 Music 2 1 Health Education... 3 1½ Elective 5 5 <i>Semester Total</i> 23 19½ <i>Group Total</i> 94 78½
III. Grades VII-IX.	Student Teaching, School Efficiency, and Conferences ... 15 15 Health Education .. 3 1½ Elective — Major... 3 3 <i>Semester Total</i> ... 21 19½	History and Princi- ples of Education... 3 3 Educational Sociology 3 3 Health Education ... 3 1½ Elective 3 3 Elective — Major... 6 6 Elective — Minor... 3 3 <i>Semester Total</i> ... 21 19½ <i>Group Total</i> 89 78½

* Number of sixty-minute periods a week.

† Number of semester hours of credit.

CURRICULUM

For the Class of 1922

An adjustment of the curriculum adopted in 1920 with the revision adopted in 1921, to complete the requirements of the revised curriculum.

Group	Semester III	Semester IV.
I. Kindergarten, Grades I-III.	Student Teaching, School Efficiency, and Conferences ... 15* 15† Teaching of Primary Reading 3 3 Health Education .. 3 1½	History and Principles of Education.. 3 3 Children's Literature and Story Telling.. 3 3 Educational Sociology 3 3 Art Education 4 3 Music 6 3 Health Education ... 3 1½ Elective 3 3
	<i>Semester Total</i> 21 19½	<i>Semester Total</i> 25 19½
II. Grades IV-VI.	Student Teaching, School Efficiency, and Conferences ... 15 15 Teaching of English. 3 3 Health Education ... 3 1½	History and Principles of Education.. 3 3 Juvenile Literature.. 3 3 Educational Sociology 3 3 Art Education 4 3 Music 6 3 Health Education ... 3 1½ Elective 3 3
	<i>Semester Total</i> 21 19½	<i>Semester Total</i> 25 19½
III. Grades VII-IX.	Student Teaching, School Efficiency, and Conferences ... 15 15 Health Education .. 3 1½ Elective — Major... 3 3	History and Principles of Education.. 3 3 Educational Sociology 3 3 Music 2 1 Health Education .. 3 1½ Elective 2 2 Elective — Major... 6 6 Elective — Minor... 3 3
	<i>Semester Total</i> 21 19½	<i>Semester Total</i> 22 19½

* Number of sixty-minute periods a week.

† Number of semester hours of credit.

ELECTIVES

All electives are taught from the professional point of view and are of college grade of work.

All electives are to be chosen with special reference to the group in which the student is preparing to teach. Under this ruling, electives in foreign language are permitted only to the students of group III, as they are the only ones preparing for junior high school work. Major electives are those especially suited to a chosen field of specialization.

The East Stroudsburg State Normal School will offer during the year 1921-22 the following electives:

	Semester Hours
Education—	
Psychology of the Common Branches.....	3
Standard Educational Measurements.....	3
Mental Hygiene.....	3
English and Foreign Language—	
The Teaching of English in Junior High School.....	3
Contemporary English Poets.....	3
Modern English Novelists.....	3
Dramatic Art.....	1, 2, or 3
Cicero: Orations.....	6
Virgil: Aeneid.....	6
Cicero and Livy.....	3
The Teaching of First-Year Latin.....	3
Elementary French, First Year.....	6
Elementary French, Second Year.....	6
Intermediate French.....	6
Elementary Spanish, First Year.....	6
Elementary Spanish, Second Year.....	6
Mathematics—	
The Teaching of Mathematics.....	3
Intermediate Algebra.....	3
Advanced Algebra.....	3
Science—	
The Teaching of General Science.....	3
Biology.....	3
Human Geography.....	2
Economic Geography.....	3
General Geology.....	3
Social Studies—	
The Teaching of History in Junior High School.....	3
Modern European History.....	3
History of the United States since the Civil War.....	3
Social Ethics.....	3
Economics.....	3

	Semester Hours
Arts—	
Appreciation of Music.....	1
Orchestra	1
Applied Design.....	1 ½
Health Education—	
Anatomy I.....	5
Physiology I.....	5
Physiological Chemistry.....	3
Chemistry of Nutrition.....	3

DETAIL OF THE COURSES OF STUDY

THE STATE COURSE OF STUDY

The state course of study is used as the basis for the courses in the teaching of the elementary school subjects.

CLASSIFICATION AND NUMBERING OF COURSES

All courses are classified in seven departments. All courses numbered below 10 are common to all groups. A decimal indicates that two or more courses of the same department occur in the same semester. A single digit or the last of two digits indicates the semester in which the course occurs. The first of two digits indicates the group in which the course occurs.

The electives are numbered in the 50's. The right digit indicates the semester. Electives offered in semesters 1 and 2 may be taken in semesters 3 and 4 respectively, but not vice versa.

EDUCATION

Education I—Introduction to Teaching.

All groups, 1st semester. 4 periods, 3 hours' credit.

The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit and high standards of professional ethics. It includes consideration of the different types of teaching service, the general aims of the public schools, and, more specifically, the work to be accomplished by the primary, intermediate, junior high and rural schools respectively, a brief sketch of the characteristics of children in these different types of schools and the qualifications required of teachers to meet the needs of children at the different age levels in these different types of schools. The broad social aims of each type of school and its relation to the state are emphasized.

The instruction in this course is closely correlated with frequent visits of observation and participation in the Training School.

Education 2—Psychology and Child Study.

All groups, 2nd semester. 3 periods, 3 hours' credit.

This is an elementary course in psychology combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief topics considered are: (a) instinctive tendencies; (b) habit-formation; (c) memory, association (including localization of functions), and economy of learning; (d) the affective life; (e) the thought processes; (f) the extent and causes of individual differences among children, and the use of intelligence tests in determining them; (g) the treatment of exceptional children. About one-third of the course is given to the study of the characteristics of children at the different levels of growth. One laboratory period each week is given to the observation of children. While this course is practically identical in all curricula, there is differentiation in the observation of children and in the laboratory experiments, each group emphasizing the characteristics of children at the age level of its particular curriculum.

Education 12—Kindergarten Theory.

Group 1, 2nd semester. 2 periods, 2 hours' credit.

This course deals primarily with kindergarten aims, purposes, technique, and equipment. Special attention is given to modern tendencies in kindergarten practice, and particularly to the relation of the kindergarten to the primary grades. Observation and participation in the Training School is a prominent feature of the course.

Education 4—History and Principles of Education.

All groups, 4th semester. 3 periods, 3 hours' credit.

This is an integrating course and aims to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The course begins with a brief review of the origin and development of present day practices and tendencies in public school education, the large emphasis being placed on those movements that have originated, or at least have come into prominence, since the time of Rousseau. The discussion includes such topics as: the aims and purposes of education; the development of various conceptions of educational values; and the history and present status of such educational movements as: vocational education; the treatment of backward children; scientific measurements; the junior high school; the doctrine of interest; formal discipline; the transfer of learning; project and problem teaching; and the socialized recitation.

Education 3—Student Teaching, School Efficiency and Conferences.

All groups, 3rd semester, 15 periods, 15 hours' credit.

The Training School is the pivotal point of all the work of the normal school. It functions as a laboratory for every department of the school and articulates with peculiar intimacy, with the Department of Education.

A minimum of two consecutive sixty-minute periods per day for one semester is given to student teaching. Where two student teachers are assigned to the same class in the Training School the assign-

ments are so adjusted that each student teacher has a definite problem. The distribution of teaching time is designed to give progressively to the student an increasing class responsibility.

Problems of school efficiency are treated in conference with the critic teachers and in connection with the practical problems arising in the Training School.

Demonstration lessons are frequently given by critic teachers and supervisors in exemplification of the various phases of good educational practice.



THE RECEPTION ROOM

The student is instructed in the value of lesson plans, which are required throughout, and practice is given in all other details of good school-room administration.

The various qualities of mind and character shown by the student in this work are listed for permanent record in the school.

Education 51.1—Mental Hygiene.

Elective, 1st semester. 3 periods, 3 hours' credit.

Mental hygiene is the science of mental health. This requires self-management, the control of the personal forces within; and self-adjustment, coping with the environmental forces without. Such is the text of the course. Types of feeble-mindedness and insanity are considered, but only to bring out by contrast the full meaning of mental

health and to stress preventive measures. The instinct-emotions are treated as the driving forces of personality, and their expression on various levels is regarded as the central problem of the course. Special attention is given to the mental health of the teacher, and to means of maintaining mental health among children both in school and at home.

Education 51.2—Psychology of the Common Branches.

Elective, 1st semester. 3 periods, 3 hours' credit.

This course aims to be practical rather than theoretical. The technical terms and concepts of psychology are avoided, and attention is centered on the brain as an instrument of learning. By means of concrete cases, there are developed a few simple principles which will guide the teacher in the building up of any system of paths in her pupil's brain. Each of the common branches is then treated as such a system of brain bonds, and the guiding principles are thus applied repeatedly throughout, supplemented by whatever special research has revealed concerning the teaching of each branch. Further simplicity is secured by reconstructing the branches and presenting them somewhat as found in progressive courses of study, all obsolete parts being omitted. School management, school discipline, and moral training will also be considered as "common branches" and shown to be subject to the same principles of teaching and learning.

Education 13—The Teaching of Primary Subjects.

Group 1, 3rd semester. 3 periods, 3 hours' credit.

In this course special attention will be given to the methods involved in the teaching of primary subjects, and to the between-recitation period. Lessons in the Training School will be observed and discussed.

Education 54—Educational Measurements.

Elective, 4th semester only. 2 periods of classroom work, 1 period of laboratory or practice work. 3 hours' credit.

In order that teachers may more fully appreciate the vast individual differences among pupils, and the dependence of success in the teaching process on the native intelligence of the pupil, preliminary attention will be given to the use of intelligence tests. The aim here, however, is one of the appreciation of the function of these tests rather than skill in their use.

The emphasis of the course is placed on the practical application of the more thoroughly standardized and widely used tests and scales in the common branches. It will include marking of school exercises and examinations, a study of how to administer standardized tests, and of how to interpret and analyze results with a view toward adopting remedial measures in the several subjects. The elements of statistical computation and graphical representation will be touched upon.

The regular classroom work will be largely supplemented by laboratory work and actual practice in the Training School.

ENGLISH AND FOREIGN LANGUAGES

English 1—English Fundamentals.

All groups, 1st semester. 3 periods, 3 hours' credit.

The purpose of this course is to acquaint the student with the source of material in English and the forms of correct expression.

A definite standard of written and spoken English must be acquired and maintained by all students. Further work in English without extra credit will be required of all who fail to reach and maintain this standard.

A few periods of instruction are given in the use of reference books, readers' guides, etc.

About a third of the time of the course is devoted to a thorough review in the basic principles of English grammar and special attention is paid to the structure of sentences and the syntax of their various parts. The course includes a brief history of the language and the principles underlying its development.

About a sixth of the time of the course is devoted to a study of words, including pronunciation, diacritical marking, and basic principles in etymology.

English 1.1, 2.1—English Composition.

All groups, 1st and 2nd semesters. 2 periods, 2 hours' credit each semester.

This course includes a thorough study of the forms of English prose composition together with much practice in writing. The four types of English prose; narration, description, exposition, and argumentation are carefully studied and analyzed with reference to form, content, and technique. Special attention is given to the essay and the short story as media of prose expression and students are required to write frequent themes illustrative of the various prose forms discussed. These are made the subject of class criticism and discussion. The teacher in charge of the class meets the students from time to time for personal consultation.

English 2—Oral Expression.

All groups, 2nd semester. 2 periods, 2 hours' credit.

The primary aim of this course is to develop a clear speaking voice, easily heard in a classroom of ordinary size. The student is given sufficient knowledge of the elementary facts of voice production to correct the common faults of utterance. Ability to read dramatic scenes with at least a suggestion of characterization is cultivated. The student is trained to present effectively before such an audience as the teachers' meeting, the school assembly, or the parents' association an address or paper and to participate in public discussion with due regard to the ordinary courtesies and conventions of order.

English 12—The Teaching of Primary Reading.

Group 1, 2nd semester. 3 periods, 3 hours' credit.

This course will consider the aims and principles involved in the

teaching of reading and in the use of phonics. Various methods will be discussed and lessons in the Training School will be observed.

English 23—The Teaching of English.

Group II, 3rd semester. 3 periods, 3 hours' credit.

The presentation of all English except literature suited to grades IV, V, and VI is the content of this course. Literature is treated in another course.

The correct mastery of the mother tongue is carefully planned



GIRLS' SOCIAL ROOM

from grade to grade. The presentation of the simpler principles of grammar as affecting usage is considered.

How to secure free self-expression from the pupil in oral and written composition is a problem of this course. Special stress is placed upon oral composition, as speech functions more largely than written composition in life. The prospective teacher is made to realize the necessity of assisting the pupil to form clear percepts and images as a basis for clear expression. The acquisition of a vocabulary by the pupil and his manner of applying it in the expression of his thought is carefully studied. Easy and natural transition from oral to written composition is the end sought in the teaching of composition. The use of standard measurements and tests in oral and written composition is taught in connection with this course.

English 14—Children's Literature and Story Telling.

Group I, 4th semester. 3 periods, 3 hours' credit.

This course involves the collection and study of literature in verse and prose suited to children of this age. The selections are studied for the purpose of finding the elements contained therein that are likely to appeal strongly to children. The study of folk tales and fairy stories is included in this course.

The course in story telling covers the principles involved in telling stories to children. It involves also the application of the principles of child psychology and voice training to the telling of stories.

English 24—Juvenile Literature.

Group II, 4th semester. 3 periods, 3 hours' credit.

This course is planned to give a foundation for teaching literature and silent reading to pupils of the intermediate grades.

It aims to give an adequate knowledge of those literary types that are most suitable for children of this age.

Magazines and current literature are studied and selections made from these sources as well as from standard authors.

A study is made of the difficulties that children meet in their effort to comprehend thought from the printed page. Students are made familiar with the scientific measurements of silent reading.

English 51.1—Contemporary English Poets.

Elective, 1st or 3rd semesters. 3 periods, 3 hours' credit.

This course treats the works of the leading poets now living and writing in England, including any who may have recently died, but belong to the same group. The course is intended to give one literary appreciation and insight into the ideals and activities of present-day Englishmen. The oral interpretation of the poems is part of the course.

English 52.1—Modern English Novelists.

Elective, 2nd or 4th semesters. 3 periods, 3 hours' credit.

This course is designed to give the student familiarity with the modern novel as written in English. Some fundamental principles of novel structure are presented. The leading works of various novelists are studied, beginning with the year 1800 and extending to the present.

English 51.2, 52.2—Dramatic Art.

Elective in any semester for students of dramatic ability. Simple tests to determine ability are given and participation in a performance before the school is required before the instructor passes on the fitness of the student to continue the course. Sometimes the test for admission is participation in a play for children given with the Training School as audience. Periods are at the call of the instructor. 1, 2 or 3 hours of credit are given, the amount to be stated by the instructor and based on the quantity of work done by the student.

The students of this course are the members of the Dramatic Club. They engage in the public performance of plays of dramatic and literary merit.

English 51—The Teaching of English in Junior High School.

Group III, elective, 4th semester. 2 periods, 2 hours' credit.

The development and presentation of a course of study in English suited to students of Grades VII, VIII, and IX is considered. The correlation of literature and composition with other subjects, standard measurements, socializing the recitation, silent reading, and kindred topics are discussed.

Latin 51.1, 52.1—Cicero: Orations.

Elective, 1st and 2nd or 3rd and 4th semesters, for students having credit for two years' Latin. 3 periods, 3 hours' credit each semester.

The course includes the translation of six orations of Cicero, a study of the political and social situation of his day, and the writing of Latin prose after the model of the text.

Latin 51.2, 52.2—Virgil: Aeneid.

Elective, 1st and 2nd or 3rd and 4th semesters, for students having credit for three years' Latin. 3 periods, 3 hours' credit each semester.

The course includes the translation of the first six books of the Aeneid, a study of the content and significance of the poem, and a study of the meter.

Latin 51.3—Livy and Cicero.

Elective, 1st or 3rd semester, for students having credit for four years' Latin. 3 periods, 3 hours' credit.

The chief work of the course is the translation of selected portions of Livy's historical writings and the translation of Cicero's *De Amicitia* and *De Senectute*. An effort is made to cultivate the ability to read Latin easily and at sight, to secure grace in translation, an appreciation of the literary worth of the authors, and a clear understanding of the life and times in which they wrote.

Latin 54—The Teaching of First-Year Latin.

Group III, elective, 4th semester. 3 periods, 3 hours' credit. Students electing this course must have credit for four year's Latin or elect Virgil simultaneously.

Aims and methods in presenting Latin in junior high schools are discussed. Special attention is given to pronunciation, inflection, and syntax. Standard beginning texts are critically examined, and an intensive review of the subject-matter is made.

French 51.1, 52.1—Elementary French, First Year.

Elective, 1st and 2nd or 3rd and 4th semesters. 3 periods, 3 hours' credit each semester.

The leading principles of French Grammar are presented with much drill to fix them; from 100 to 150 pages of easy graduated texts

are read, with practice in turning into French easy variations of the reading; dictation is given and conversation, with regard both to pronunciation and to fluency, is practiced.

French 51.2, 52.2—Elementary French, Second Year.

Elective, 1st and 2nd or 3rd and 4th semesters, for students having credit for First Year French. 3 periods, 3 hours' credit each semester.

From 250 to 400 pages of French stories, plays, historical and biographical matter are read; oral and written abstracts of the read-



STUDENT TEACHING

ing are required; dictation, conversation, and drill in grammar are continued.

French 51.3, 52.3—Intermediate French.

Elective, 1st and 2nd or 3rd and 4th semesters, for students having credit for two years' French. 3 periods, 3 hours' credit each semester.

The translation comprises the reading of from 400 to 600 pages of French of ordinary difficulty, a portion of which is in the dramatic form. The course furnishes practice in speaking and writing French. It consists of dictation, composition, reading and talks in French and aims to enable the student to understand French when spoken and to give him a thorough training in the use of the idioms of the language.

Spanish 51.1, 52.1—Elementary Spanish, First Year.

Elective, 1st and 2nd, or 3rd and 4th semesters. 3 periods, 3 hours' credit each semester.

The first year is devoted to the mastery of essentials of Spanish grammar and the acquirement of a varied vocabulary on everyday matters. Spanish is used as much as possible in the classroom. Constant practice in composition and in dictation is given. From 100 to 150 pages of easy texts, illustrative of Spanish life and customs, are read and furnish a basis for simple conversation.

Spanish 51.2, 52.2—Elementary Spanish, Second Year.

Elective, 1st and 2nd or 3rd and 4th semesters, for students having credit for one year's Spanish. 3 periods, 3 hours' credit each semester.

From 250 to 400 pages of Spanish stories, plays, historical and biographical matter are read; oral and written abstracts of the reading are required; dictation, conversation, and drill in grammar with applications in composition are continued.

MATHEMATICS

Mathematics 22—The Teaching of Arithmetic.

Group II, 2nd semester. 3 periods, 3 hours' credit.

This course aims to develop a systematic presentation of the facts and principles of arithmetic with special emphasis upon the topics that are most significant in the work of the intermediate grades. The treatment illustrates at every step the most effective methods of teaching arithmetic. Attention is given to the results of the recent experiments in the psychological processes involved in the teaching of arithmetic and to the measurement of efficiency in this subject by the standard tests and scales. Observation of the teaching of arithmetic in the intermediate grades is an essential part of the course.

Mathematics 52.1—The Teaching of Mathematics.

Group III, Elective, 2nd semester. 3 periods, 3 hours' credit.

This course includes important topics in the teaching of arithmetic in the junior high school. Emphasis is placed upon the commercial and industrial applications of arithmetic, with much practice in the making and solution of problems. Attention is given to the teaching of a course in composite mathematics in the junior high school. The use of standard measurements is given consideration. Observation of the teaching of mathematics in these grades is a requirement of the course.

Mathematics 51—Intermediate Algebra.

Elective, 1st or 3rd semester, for students having credit for Elementary Algebra. 3 periods, 3 hours' credit.

This course begins with a review of quadratics and includes ratio and proportion, the theory of exponents, evolution, theory of quad-

ratios, graphical interpretation of quadratics, binominal theorem for fractional and negative exponents, arithmetic and geometric progressions.

Mathematics 52.2—Advanced Algebra.

Elective, 2nd or 4th semester, for students having credit for Mathematics 51. 3 periods, 3 hours' credit.

This course includes undetermined co-efficients, permutations and combinations, determinants of the second, third, and fourth orders, general theory of equations, and the solution of higher numerical equations.

SCIENCE

Science 1—Nature Study.

All groups, 1st semester. 3 periods, 3 hours' credit.

The word nature study is used in a broad sense to cover all phases of elementary science adapted to all groups. This course aims to give the student a definite body of knowledge of common forms of environmental materials and to supply the principles that will guide him in selecting and using environmental materials wherever he may be located. The course includes as wide a range of observation as possible of materials which the prospective teacher may be called upon to use in his work. Field trips are supplemented by laboratory study. For teachers of the upper grades a differentiation is made in favor of materials that supply the basis for further scientific study especially in the field of biology.

Science 22—The Teaching of Geography.

Group II, 2nd semester. 3 periods, 3 hours' credit.

This is a general course in geography given from the standpoint of man's reaction to his environment and aims to coordinate fundamental principles of geography. The course is developed from the viewpoint of causal relations rather than the mere enumeration of facts and principles. As far as time permits some study is made of regional geography as a type of further application. Students get training in the organization and the presentation of geographic data through the use of the project and problem method; in the preparation and the use of maps, graphs, diagrams, and other illustrative material; and in the problems and methods involved in teaching field geography. Students are made familiar with the use of standard educational measurements in geography. The observation of classes in the teaching of geography is a necessary part of the course.

Science 22.1—The Teaching of Geography in Junior High School.

Group III, elective, 2nd semester. 3 periods, 3 hours' credit.

This course follows the principles and methods of Science 22 with special attention to the adaptation of these principles and methods to students of grades VII, VIII and IX.

Science 52.2—The Teaching of General Science.

Group III, elective, 2nd or 4th semester. 3 periods, 3 hours' credit.

What general science may include, and how to make it a matter of lively interest to junior high school students will be the content of this course. The uses of laboratory experiments and of field trips will be shown. The organization of material and the profitable use of equipment will be taught.

Science 54.1—Human Geography.

Elective for Seniors, 4th semester. 2 periods, 2 hours' credit.

Geography as related to the races, manner of living, and customs of men is the content of this course. It should provide much interesting material for the grade teacher of geography.

Science 54.2—Economic Geography.

Elective, 4th semester. 3 periods, 3 hours' credit.

Geographical influence on human production is studied. Great centers of production and world-routes of trade are noted. Economic changes now in progress are discussed. The course requires some investigation and reports on the part of students, and gives a knowledge of the best modern material and power of interpreting geographic statistics.

Science 54.3—General Geology.

Elective, 2nd or 4th semester. 3 periods, 3 hours' credit.

Some knowledge of zoology is desirable in the second half of this subject. It is intended to make this course practical. Field and laboratory work are required, including identification and classification of rocks, minerals and fossils in the large school collection. Each student is required to have a working collection of rocks and minerals. Library reading upon various topics of geology is done.

Science 50.1—Biology.

Elective, any semester. 3 periods, 3 hours' credit.

This is an introductory and comprehensive course. The structure of plants and animals, vital phenomena, the development of organisms, and classification are taught. The student will learn the use of the microscope. The important biological theories are presented. The close relation of biology to hygiene is shown.

SOCIAL STUDIES

Social Studies 22—The Teaching of History.

Group II, 2nd semester. 3 periods, 3 hours' credit.

This course includes a study of such history as will equip students to teach the history of the intermediate grades as recommended by the state course of study. Observation of teaching in these grades is a feature of the course.

Attention is given to teaching civics in the intermediate grades.

The course for the fourth and fifth grades centers around the idea of community cooperation emphasizing those who furnish us food, clothing, shelter, medical aid, light, transportation, protection, etc. The work for the sixth grade centers around the idea of industrial cooperation with emphasis upon vocational opportunities, study of community service through occupations, and the qualifications required for each occupation.

Social Studies 4—Educational Sociology.

All groups, 4th semester. 3 periods, 3 hours' credit.

This is a course in sociology as related to education, considered in a broad sense. The aim of the course is to develop a sense of individual responsibility for social progress.

Social Studies 52.2—The Teaching of History in Junior High School.

This is a course primarily for those specializing in social studies, an intensive course in the teaching of American history with emphasis on the European background. The difference between secondary and primary source material is shown and the student gets acquainted with available source materials as well as acquires a knowledge of the principle text and reference books. The value and danger of historical parallels is shown as well as the importance of relating the study of history to current events. Students are taught to test historical data and to interpret historical facts.

The teaching of community civics follows bulletin No. 23, 1915, of the United States Bureau of Education. The larger responsibilities of citizenship and of patriotism as revealed by the World War are presented and the student gets acquainted with the many books in these fields available for children as well as the proper reference material for the teacher.

Social Studies 51.1, 52.1—Modern European History.

Elective, 1st and 2nd or 3rd and 4th semesters. 3 periods, 3 hours' credit.

This course is in European History of recent date, going far enough back to establish causes. Its purpose is to provide a background for the understanding of American History and the peculiar world problems of our own times. It should keep Americans from being provincial.

Social Studies 51.2—History of the United States Since the Civil War.

Elective, 1st or 3rd semester. 3 periods, 3 hours' credit.

This course is a study of reconstruction and of national development since the Civil War. Economic and social problems and international relations receive due attention.

Social Studies 53—Social Ethics.

Elective, 3rd semester only. 3 periods, 3 hours' credit.

This course is a study of the origin and development of social ethics, the relationship of social ethics to individual ethics, and the progress and present problems of social ethics.

Social Studies 54—Economics.

Elective, 4th semester only. 3 periods, 3 hours' credit.

A study of the general principles of political economy, including factors and methods of production, systems of distribution, kinds of income, wealth, value, money, etc. A course designed to aid those who must teach the rudiments in simpler form, and to be introductory to detailed study of special subjects in economics.

ARTS

Arts 1.1—Art.

All groups, 1st semester. 3 periods, 1½ hours' credit.

The aim of this course is to enable students to teach the public school course in drawing, including the representation of common objects, the elementary principles of design, lettering, composition, and color harmony in their application to dress, home, school, and community interests; to give students facility and confidence in their ability to draw and illustrate on the blackboard a wide range of school subjects; to develop appreciation of art and ability to teach pupils the appreciation of art including the study of pictures. Such differentiation is made in this course for the different groups as the course of study requires including the teaching of the elements of mechanical drawing for the upper grades.

Arts 12.1, 22—Handwriting.

Groups I and II, 2nd semester. 2 periods, 1 hour's credit.

At the beginning of this course the handwriting of students is measured by one of the handwriting scales and if they fall below the standard set for teachers they are put in special classes for practice. The time of this course is devoted largely to methods of teaching writing and to developing skill in blackboard writing. Students are instructed in the results of the recent investigations in the psychology of writing. Through measuring their own handwriting and the handwriting of children, students become acquainted with the use of handwriting scales.

Arts 12.2—Industrial Arts.

Group I, 2nd semester. 4 periods, 2 hours' credit.

This course aims to instruct students in the use of various materials that will enable them to work out simple problems as they arise out of the daily necessities of food, clothing and shelter. Students learn to appreciate the problems that are within the interests of children and how such problems may be graded according to the child's control of technique. The course includes clay modeling, paper and cardboard construction and simple problems in wood and textiles.

Students observe demonstrations of this work in the Training School and participate in such work.

Arts 1.2—Music I.

All groups, 1st semester. 2 periods, 1 hour's credit.

This introductory course in music is designed to give a knowledge of the elements of music and to be the foundation of a preparation to fit students to teach music in the public schools.



A CIVIC PROJECT

Arts 12.3, 22.2—Music II.

Groups I and II, 2nd semester. 2 periods, 1 hour's credit.

This course, given to these groups in separate classes, is a continuation of Music I and takes up the special problems in method in the grades of the group.

Arts 14.1, 24.1—Music III.

Groups I and II, 4th semester. 2 periods, 1 hour's credit.

This course is a continuation of Music II. The students make a study of song material adapted to each grade. Standards of musical appreciation are emphasized. The development of musical programs for school or community is considered. Students are taught how to apply the standard musical tests to discover musical talent. Observation and practice teaching are a requirement of the course.

Arts 14.2, 24.2—Art Education.

Groups I and II, 4th semester. 4 periods, 3 hours' credit.

This is a course in art as used in industrial activities. Handwork is a feature of the course, especially in illustration of actual processes of construction in materials of commercial value. Excursions are made to industrial plants for the practical study of processes.

Arts 51.1—Appreciation of Music.

Elective, 1st or 3rd semester. 2 periods, 1 hour's credit.



Varsity Base Ball, 1921

This is a course in the recognition and appreciation of famous music. It is illustrated with phonographic records. The course is intended to make students recognize by name and composer certain famous and beautiful musical compositions, to know the problems and spirit of the composer, the special qualities of his music, and to be able to appreciate and estimate his contribution to the development of music. Students who elect this course should like music, but no previous musical training is required. The technical knowledge necessary to appreciation is given in the course.

Arts 51.2—Orchestra.

Elective, any semester. 2 periods, 1 hour's credit.

Students who play orchestral instruments with a fair degree of skill may elect orchestra. The instructor is the judge of the degree of

skill necessary and will give trials to applicants. Members of the orchestra are expected to play in chapel and at certain school functions upon request of the Principal.

Arts 52—Applied Design.

Elective, 2nd or 4th semester. 3 periods, 1½ hours' credit.

Instruction is given in the principles and practice of design. Work is done in line design and space filling, tones and masses; also in color theory and color scheming. Original designs are made for book covers, magazine covers, posters, etc

Applied design is used in batik, stenciling, and block printing.

HEALTH EDUCATION

Health 1.1—Personal and School Hygiene.

All groups, 1st semester. 2 periods, 2 hours' credit.

The aim of this course is to secure in the students settled habits in the care of the body which will lead to stronger, healthier and more efficient lives. The course aims to have students understand the hygiene of posture, nutrition, clothing, exercise, fatigue, rest and sleep; the causes of ill health and disease together with their control and prevention. Only those facts of physiology and anatomy which have special significance for hygiene are considered. The instructor will hold personal conferences with students as a part of the course. The aid of this course is to equip the student with the knowledge of school and child hygiene necessary for a teacher.

The following topics are included: normal growth and its standards; the ill effects of malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest, defective vision, defective hearing, adenoids, diseased tonsils; remedies for various defects and the best methods of treating them from the school standpoint; hygiene of program making; school sanitation including school furniture, ventilation, heating, lighting, water supply, toilets, etc.; regulations of state and local boards of health; the problem of nutrition as applied to school children with laboratory exercises in food values and food preparation. Observation of good hygienic school conditions and of good hygiene teaching is an important feature of this course.

Health 1.2—Health Education.

All groups, 1st and 2nd semesters. 3 periods, 1½ hours' credit each semester.

Two hours each semester are given to Physical Education, which includes floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics, including track and field events, tennis hockey, hiking, skating, etc. Corrective work, in-

cluding proper exercises for students unable to take regular gymnasium work, is given.

One hour each semester is given to a graded course in health education, including physical exercises and games arranged to meet the needs of children at various stages of development through the grades. The different theories of play, and the management and equipment of playgrounds are discussed. First aid in emergencies is included.

Health 3, 4—Health Education.

All groups, 3rd and 4th semester. 3 periods, 1½ hours' credit each semester.

Two hours each semester are given to Physical Education which includes floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics, including track and field events, tennis, hockey, skating, etc. Corrective work, including proper exercises for students unable to take regular gymnasium work, is given.

One hour each semester is given to the graded course in health education for children, continued. There are demonstration lessons and student teaching. Athletic activities for use on the playground are taught. Physical examination of school children is explained. A part of the time of this course is devoted to social hygiene, with discussions of problems of heredity, environment, sex hygiene and eugenics.

Health Education 51.1—Anatomy I.

1st or 3rd semesters. 5 periods, 5 hours' credit.

This is a regular course in Normal Health Education. For description see page 39.

Health Education 51.2—Physiological Chemistry.

1st or 3rd semesters. 3 periods, 3 hours' credit.

This is a regular course in Normal Health Education. For description see page 39.

Health Education 52.1—Physiology.

2nd or 4th semesters. 5 periods, 5 hours' credit.

This is a regular course in Normal Health Education. For description see page 39.

Health Education 52.2—Chemistry of Nutrition.

2nd or 4th semesters. 3 periods, 3 hours' credit.

This is a regular course in Normal Health Education. For description see page 39.

Two One-Year NORMAL CURRICULA In Health Education

	GENERAL HEALTH EDUCATION		PLAYGROUND ACTIVITIES	
Semester I	Hygiene I	1* 1†	Hygiene I	1* 1†
	Hygiene II	2 2	Hygiene II	2 2
	Hygiene III	4 4	Hygiene III	4 4
	Theory and Methods of Physical Education	3 3	Theory and Methods of Physical Education	3 3
	Play and Playgrounds	3 3	Play and Playgrounds	3 3
	Mass Games and Athletics	1 1	Mass Games and Athletics	1 1
	Elective‡	2 2	Festivals and Pageants	1 1
	Gymnastics I, II, or III	5 2½	Gymnastics I, II, or III	5 2½
	Outdoor Sports I, II, or III	3 1½	Outdoor Sports I, II, or III	3 1½
	Dancing I, II, or III	2 1	Dancing I, II, or III	2 1
	<i>Semester Total</i>	26 21	<i>Semester Total</i>	25 20
Electives	Physical Education in Elementary Schools	3 3		
	Physical Education in Secondary Schools	3 3		
	Physiology of Exercise	2 2		
Semester II	Hygiene II	2 2	Hygiene II	2 2
	Hygiene IV	4 4	History of Physical Edu- cation	2 2
	Theory and Methods of Physical Education	3 3	Theory and Methods of Physical Education	3 3
	Play and Playgrounds	3 3	Play and Playgrounds	3 3
	First Aid	1 1	First Aid	1 1
	Elective‡	3 3	Construction and Equip- ment	1 1
	Gymnastics I, II, or III	5 2½	Sociology	3 3
	Outdoor Sports I, II, or III	(3) (1½)	School Gardens	1 1
	or		Outdoor Sports I, II, or III	3 1½
	Dancing I, II, or II	(2) (1)	Dancing I, II, or III	2 1
	Playground Practice	4 2	Playground Practice	4 2
		— —		— —
	<i>Semester Total</i>	27 21½ or 28 22	<i>Semester Total</i>	25 20½
Electives	History of Physical Edu- cation	2 2		
	Physical Education and Recreation in Rural Communities	3 3		
	Chemistry of Nutrition	3 3		
	Oral Expression	2 2		
	Diseases of Children	2 2		

* Number of sixty-minute periods a week.

† Number of semester hours of credit.

‡ At least two hours in the first semester and at least three hours in the second semester.

Three-Year NORMAL CURRICULUM In Health Education

FIRST YEAR

Semester I			Semester II		
Anatomy I.....	5*	5†	Physiology I.	5*	5†
English Fundamentals...	3	3	English Composition ..	2	2
Physiological Chemistry.	3	3	Chemistry of Nutrition.	3	3
Sociology	3	3	Psychology	3	3
Hygiene I.	1	1	First Aid	1	1
Gymnastics I.	5	2½	Gymnastics I.	5	2½
Outdoor Sports I.....	3	1½	Outdoor Sports I.....	3	1½
Dancing I.	2	1	Dancing	2	1
Music	(2)	(1)			
<i>Semester Total</i>	25	20	<i>Semester Total</i>	24	19

SECOND YEAR

Anatomy II.	2	2	Play and Playgrounds ..	3	3
Physiology of Exercise..	2	2	History of Physical Education	2	2
Play and Playgrounds..	3	3	Hygiene II.	2	2
Hygiene II.	2	2	Diseases of Children...	2	2
Physical Diagnosis and Anthropometry	2	2	Oral Expression	2	2
Construction and Equipment	1	1	Corrective Gymnastics .	4	4
Voice	2	2	Gymnastics II.	5	2½
Gymnastics II.	5	2½	Outdoor Sports II.	3	1½
Outdoor Sports II.....	3	1½	Dancing	2	1
Dancing	2	1	Playground Practice ...	2	1
Playground Practice	2	1			
<i>Semester Total</i>	26	20	<i>Semester Total</i>	27	21

THIRD YEAR

Hygiene III.	4	4	Hygiene IV.	4	4
Theory and Methods of Physical Education	3	3	Theory and Methods of Physical Education ...	3	3
Physical Education in Elementary Schools ...	3	3	Physical Education and Recreation in Rural Communities	3	3
Physical Education in Secondary Schools	3	3	History and Principles of Education	3	3
Mass Games and Athletics	1	1	School Gardens	1	1
Festivals and Pageants..	1	1	Gymnastics III.	5	2½
Gymnastics III.	5	2½	Outdoor Sports III.	3	1½
Outdoor Sports III.	3	1½	Dancing III.	2	1
Dancing III.	2	1	Antagonistic Exercises..	2	1
Antagonistic Exercises ..	2	1			
<i>Semester Total</i>	27	21	<i>Semester Total</i>	26	20
<i>3-Semester Total</i>	78	61	<i>3-Semester Total</i>	77	60
			<i>Grand Total</i>	155	121

* Number of sixty-minute periods a week.

† Number of semester hours of credit.

NORMAL COURSES IN HEALTH EDUCATION

Adopted in 1921

There is great and intense need of a larger number of teachers who are equipped to handle the subjects in the curriculum relating specifically to the health—physical guiding, guarding and upbuilding—of pupils. This covers in general the field of teaching health, usually done by the classroom teacher; of guarding health, not only a function of the teacher but more specifically of the school physician and the school nurse; of upbuilding the body, also in the majority of cases devolving upon the teacher, but more properly the function of a specially trained teacher in physical education.

It is impossible to secure in the immediate future a sufficient number of these specialists in most school districts because of difficulties of lack of availability, of the purse and of organization. A definitely, technically expert person, trained along such broad lines as to be able largely to fulfill all these functions seems imperative. This does not mean that this person can be an expert classroom teacher, a physician, a nurse, and a special instructor in physical education, but he can fulfill the most essential functions of all these.

With such a plan in mind the following three-year course in Health Education, open to high school graduates who desire to become special teachers and supervisors in Health Education; a one-year course in Health Education open to certified teachers, who are also high school graduates, who desire special training in Health Education, the better to fit themselves for rural school work or for general teaching; and a one-year course in play and recreation open to high school graduates who desire special education to fit themselves as instructors in play activities and in playground teaching and administration work—have been organized. These courses are given at the East Stroudsburg State Normal School for students from the eastern half of Pennsylvania.

DETAIL OF COURSES IN NORMAL HEALTH EDUCATION

In the numbering of the following courses in Normal Health Education the digit before the decimal point indicates the semester in which the course is given; the digit after the decimal indicates the serial number of the course in that semester. Digits in hundredth's place are used if others are exhausted.

FIRST YEAR—THEORY

Normal Health Education 1.1—Anatomy 1.

1st semester. 5 periods, 5 hours' credit.

The course is in two parts, anatomy and histology.

Under the general anatomy of the human body, a detailed study is made of the bones, joints, and muscles, with briefer study of the nervous and vascular systems.

The work of histology includes a study of the tissues of the body, particularly of the organs of digestion, and the respiratory, circulatory, and nervous systems.

Normal Health Education 2.1—Physiology 1.

2nd semester. 5 periods, 5 hours' credit.

This is a course in general physiology. It treats the functions of the organs of the body, dealing with foods, digestion, metabolism, nutrition, the respiratory, circulatory, muscular, nervous, and excretory systems, and with the special senses.

Normal Health Education 1.2—English 1.

1st semester. 3 periods, 3 hours' credit.

This is the regular Normal course in English Fundamentals. For description, see page 22.

Normal Health Education 2.2—English 2.1.

This is the second half of the regular Normal course in English Composition. For description, see page 22.

Normal Health Education 1.3—Physiological Chemistry.

1st semester. 3 periods, 3 hours' credit.

Prerequisite—general chemistry.

This is a course in physiological chemistry designed for special students of health education. It is comprised of lectures and laboratory experiments in nutritional chemistry and applied physiology. The course includes a consideration of the nature of carbohydrates, fats, and proteins, the chemistry of digestion and metabolism, the constitution of protoplasm and the typical cell, and the general physiology, from a chemical standpoint, of the human body.

Normal Health Education 2.3—Chemistry of Nutrition.

2nd semester. 3 periods, 3 hours' credit.

Prerequisite—physiological chemistry.

The course presents studies in normal nutrition as it relates to the adaption of foods and dietaries to age, activity, and climate; also as it relates to economic, social, and racial needs of the individual, the home, the school, and the community. It considers the educational possibilities of the school lunch, its relation to health, and methods of financing and managing the preparation of the one hot dish. It deals with the problem of mal-nutrition, its causes and effects, and the means of combatting it, emphasizing the necessity of removing physical defects if nutrition efforts are to be successful. It also presents methods of con-

ducting mal-nutrition classes and provides for a survey of the modern method of dealing with mal-nutrition.

Normal Health Education 2.4—Physiological Psychology.

2nd semester. 3 periods, 2 hours' credit.

This is the regular Normal courses in Psychology and Child Study. For description see page 18.

Normal Health Education 1.4—Sociology.

1st semester. 3 periods, 3 hours' credit.

This is a course especially in that part of sociology relating to community organization as it affects health. It shows the relation of the official health boards to such volunteer groups as tuberculosis, child and infant welfare, public health and visiting nurse associations, the American Red Cross, and other health agencies. The inter-relation of these agencies and their relation to the school is considered. Similar consideration is given to such social and educational agencies as associated charities, W. M. C. A., Y. W. C. A., scouts, social centers, settlement houses, parent-teacher associations, and the like. How these organizations in their physical and recreational activities may help the health program of the schools is shown.

Normal Health Education 1.5—Hygiene I.

1st semester. 1 period, 1 hour's credit.

This is a course in personal hygiene, designed to give instruction in cleanliness, in the proper care of the body, in guarding the functions of the body, and in health habit formation.

Normal Health Education 2.5—First Aid.

2nd semester. 1 period, 1 hour's credit.

This course treats the prevention of accidents, and first aid to the injured, including the rescue and resuscitation of the drowning. The course will be as complete as possible in the time allowed, including practice in the treatment of injuries, poisons, etc., as well as the theory of such work.

FIRST YEAR—PRACTICE

Normal Health Education 1.6, 2.6—Educational Gymnastics.

1st and 2nd semesters. 5 periods each semester, 2½ hours' credit each semester.

This is a course in general physical work, including formal, free hand work and work with hand and fixed apparatus in squad and class formation and indoor games. The course gives a broad foundation in the practice of gymnastics and is a builder of the health and strength that teachers of these subjects must have.

Normal Health Education 1.7, 2.7—Outdoor Sports I.

1st and 2nd semesters. 3 periods weekly each semester, 1½ hours' credit each semester.

This is an introductory course in outdoor games, athletics, and

sports. It includes the actual playing of simple games and personal participation in sports, organized games, and athletics. A thorough organization of the whole student body into groups and teams renders this feasible.

Normal Health Education 1.8, 2.8—Dancing I.

1st and 2nd semesters. 2 periods weekly each semester, 1 hour's credit each semester.

This course includes a thorough personal training in nursery rhymes and games, in folk dances and singing games, in dancing steps and simple aesthetic dances, together with discussions of values, sources, and materials.

Normal Health Education 1.9—Music.

1st semester. 2 periods, 1 hour's credit.

This course is required only of those who show that they have not had sufficient previous training in music.

It teaches rhythmic appreciation, which is the basic training needed to make possible real success in dancing and other rhythmic exercises.

SECOND YEAR—THEORY

Normal Health Education 3.1—Anatomy II.

3rd semester. 2 periods, 2 hours' credit.

This is a course in applied anatomy and kinesiology. It treats the mechanism of movements as applied to the anatomical structure and relations of bones, joints, and muscles, and the laws of physics involved in inertia, leverage and resistance. A study is made of the muscles used in various gymnastic movements, athletics, and sports, in order to fit teachers better to devise proper exercises, particularly of the corrective type, to teach games better, and to coach athletics with less danger to the participants.

Normal Health Education 4.1—History of Physical Education.

4th semester. 2 periods, 2 hours' credit.

A survey is made of the movement for physical education, past and present, showing the relation it bears to other great social, political, and educational movements. A brief study is made of the lives, beliefs and activities of the great leaders of physical education and of the different types of physical activity that have been concomitant with various historical epochs.

Normal Health Education 3.2—Physiology of Exercise.

3rd semester. 2 periods, 2 hours' credit.

The effects of various kinds of activity upon the numerous physical systems of the body are studied, particularly the activities and movements in gymnastics, dancing, games, athletics, and sports. A study is made of the types of exercises, games, athletics, and sports that are likely to cause strain upon the vital organs.

Normal Health Education 4.2—Corrective Gymnastics.

4th semester. 4 periods, 4 hours' credit.

This is a course in corrective exercise and prescription of exercise.

A study is made of postural defects and their treatment by gymnastics. Various defects are considered with their causes, prevention, and treatment.

Functional defects and their treatment by prescribed exercises, massage, or other means are studied. The need, value, methods, and results of medical gymnastics are discussed. The use of massage in health, in athletics, and in disease is shown.

Normal Health Education 3.3, 4.3—Play and Playgrounds.

3rd and 4th semesters. 3 periods, 3 hours' credit.

The need, purpose, and function of play in education are studied. The study includes a consideration of the social, educational and biological aspects of play and its concomitant, recreation; of the relation of these to the other factors of child environment, the home and its life, the school and its activities, and industry; of the need of relief from stress and strain; and of the duty the community owes the child in the way of facilities for play and recreation.

A brief history of the playground movement is given, with discussion of the ways and means of securing playgrounds. Certain topics considered are the conduct of play, the selection of sites, the equipment of playgrounds, and the organization and administration of playgrounds.

The relation of the social center to the school and to the playground is considered. A study is made of the means of developing this field of activity. The values of school and municipal recreation vs. those of commercial recreation are discussed.

Normal Health Education 3.4, 4.4—Hygiene II.

3rd and 4th semesters. 2 periods weekly each semester, 2 hours' credit.

A study is made of the relation of the age of the child to his mental and social characteristics and to his physical habits and powers. Consideration is given to the present needs of the child, to his development, and to the relation of height, weight, age, and vital capacity. The changing mental attitudes of the child that come with his unfolding in babyhood, early childhood, puberty, and adolescence are studied, and the relation of these to the various school grades in elementary and secondary schools is discussed.

Normal Health Education 3.5—Physical Diagnosis and Anthropometry.

3rd semester. 2 periods, 2 hours' credit.

The methods of examination of vital organs and of special senses are studied and demonstrated.

Bodily measurements for the normal are given. The measurements of abnormalities and deformities are studied. A careful study

is made of anthropometric charts and graphs in relation to different ages, and their use is practiced.

Normal Health Education 4.5—Diseases of Children.

4th semester. 2 periods, 2 hours' credit.

The signs and symptoms of disease in childhood are studied, particularly those of the acute communicable diseases, and of mal-nutrition, rickets, tuberculosis, tonsillar and adenoid disease. Such a study is made of the acute communicable diseases, scarlet fever, diphtheria, measles, chicken pox, and the like, particularly as regards the early symptoms, as will fit the teacher to know the type of illness that should be barred from the classroom until the school nurse or physician can be reached. Also such study of chronic diseases is made that teachers may know when—no doctor or nurse being available—to urge parents to seek medical advice.

Normal Health Education 3.6—Construction and Equipment.

3rd semester. 1 period, 1 hour's credit.

The selection and arrangement of gymnastic and developing apparatus are considered, also the planning, construction, and equipment of playrooms, gymnasias, swimming pools, athletic fields, and playgrounds. The course covers concrete problems in equipment, costs, and adaptation to the needs of elementary and secondary schools, colleges, and playgrounds.

Normal Health Education 3.7—Voice.

3rd semester. 2 periods, 2 hours' credit.

Training is given in intonation and voice placing to fit for giving commands clearly, resonantly, and without strain. Theory and practice are given in the proper use of chest muscles and of the organs of articulation.

Normal Health Education 4.7—English 2.

4th semester. 2 periods, 2 hours' credit.

This is the regular Normal Course in Oral Expression. For description see page 22.

SECOND YEAR—PRACTICE

Normal Health Education 3.8, 4.8—Educational Gymnastics II.

3rd and 4th semesters. 5 periods weekly each semester, 2½ hours' credit each semester.

This course is similar to Educational Gymnastics I, but is more advanced and must be preceded by it. Class members acting as squad leaders continue to be an important feature of the work.

Normal Health Education 3.9, 4.9—Outdoor Sports II.

3rd and 4th semester. 3 periods weekly each semester, 1½ hours' credit each semester.

In addition to playing games and participation in organized games

and athletics, rules are studied and interpreted, and class members act as officials for their own and other groups.

During one semester the study of the piano may be substituted for this course, if the student has not had a sufficient amount of training in the use of the piano.

Normal Health Education 3.01, 4.01—Dancing II.

3rd and 4th semesters. 2 periods weekly each semester, 1 hour's credit each semester.

Social and aesthetic dancing and folk and national dancing are the content of the course.

The more difficult dances are studied and practiced. Students also have opportunity to teach simpler dances acquired during the first year.

Normal Health Education 3.02, 4.02—Playground Practice.

3rd and 4th semesters. 2 periods weekly each semester, 1 hour's credit each semester.

Teaching and supervising in school and park playgrounds, and in social and recreation centers is taught. Credit for this course may be secured by satisfactory full time teaching in an approved summer playground system for a period of not less than six weeks.

THIRD YEAR—THEORY

Normal Health Education 5.1—Hygiene III.

5th semester. 4 periods, 4 hours' credit.

This is a course in school hygiene, municipal hygiene, and rural hygiene.

The hygiene of the school in its relation to education is considered, with attention to such topics as health examination of children, discovery and treatment of chronic physical defects, control of communicable disease, sanitation of school buildings, heating, ventilation, lighting, cleaning, and the hygiene of school instruction. The need and function of the school physician, of the school nurse, and of the special teacher of health education are considered.

Municipal, playground, swimming pool, and camp sanitation are taught, with reference to location, drainage, orientation, shelter and protection and guarding and cleaning methods.

Rural hygiene includes water supply, sewage disposal, the fly and mosquito menace, adequate and hot school lunches, and any special problems of health that relate to the rural school and to other rural conditions.

Normal Health Education 6.1—Hygiene IV.

6th semester. 4 periods, 4 hours' credit.

This course discusses the need and principles of health teaching, materials, course of study, methods, formation of health habits, and related topics. The regular course in Health Education, with its bibliography, as put out by the State Department of Public Instruction,

will be the basis of this course, which is designed primarily to give teachers a definite knowledge of the content, sources, and methods of the regular state course.

Normal Health Education 5.2, 6.2—Theory and Methods of Physical Education.

5th and 6th semesters. 3 periods weekly each semester, 3 hours' credit each semester.

The relation of physical education to general education is discussed. Modern modes of life are shown to create the need of artificial activity. A comparison of the value of formal gymnastics is made with that of games, sports, and rhythmic and play activities. The content and ideals of physical education are set forth. The kind, classification, selection, management, and gradation of physical exercise, and the construction of lessons are considered. A study is made of the principles and technique of gymnastic teaching, including such factors as modification of plan and content to suit such varying factors as age, sex, gymnastic plant, and type of community.

Normal Health Education 5.3—Physical Education in Elementary Schools.

5th semester. 3 periods, 3 hours' credit.

The course considers the type and scope of the content of physical education, the time allotment in different grades, adaptation to conditions, grade games, and the varying factors of the attitude of teachers and communities toward this subject.

Normal Health Education 6.3—Physical Education and Recreation in Rural Communities.

6th semester. 3 periods, 3 hours' credit.

The topics considered include the rural school, the consolidated school, playground area, mass competitions, scouting, camping, school gardens, community recreation, and county competitions.

Normal Health Education 5.4—Physical Education in Secondary Schools.

5th semester. 3 periods, 3 hours' credit.

The topics considered include the type of activity, the place and scope of athletics, the time allotment, adaptation to the size and character of the school building, and the size and kind of community.

Normal Health Education 6.4—Education 4.

6th semester. 3 periods, 3 hours' credit.

This is the regular Normal course in History and Principles of Education. For description see page 19.

Normal Health Education 5.5—Mass Games and Athletics.

5th semester. 1 period, 1 hour's credit.

The need of more general athletic competition for all students is the reason for this course. The principles of conducting mass games and mass track athletic contests are considered. The methods of arous-

ing room, school, and district competition are discussed. Methods of scoring are taught and practiced.

Normal Health Education 6.5—School Gardens.

6th semester. 1 period, 1 hour's credit.

The need for school gardens, their types, methods of conducting them and their relation to playground, to play and to recreation are considered.

The students should demonstrate the possibilities of this work with school gardens of their own. The school will furnish the materials and own the products.

Normal Health Education 5.6—Festivals and Pageants.

5th semester. 1 period, 1 hour's credit.

Playground festivals, occupational and historical pageants, and health playlets are studied with attention to notable examples of them, and the principles of their presentation are discussed. Originality in production is encouraged.

THIRD YEAR—PRACTICE

Normal Health Education 5.7, 6.7—Educational Gymnastics.

5th and 6th semesters. 5 periods weekly each semester, 2½ hours' credit each semester.

This is a course in practice teaching of all forms of gymnastics in the Normal School and in regular elementary and secondary schools.

Normal Health Education 5.8, 6.8—Outdoor Sports III.

5th and 6th semesters. 3 periods weekly each semester, 1½ hours' credit each semester.

The course includes team organization and practice teaching and coaching in all branches of athletics as adapted to the sexes and to the various ages and varying conditions.

Normal Health Education 5.9, 6.9—Dancing III.

5th and 6th semesters. 2 periods weekly each semester, 1 hour's credit each semester.

This is a course in the practice teaching of dancing in elementary, secondary, and normal schools. The work is grouped under three heads; singing games, nursery rhymes, and plays; social, aesthetic, and folk dancing; and gymnastic dancing.

Normal Health Education 5.01, 6.01—Antagonistic Exercises.

5th and 6th semesters. 2 hours weekly each semester, 1 hour's credit each semester.

Fencing, boxing, wrestling, and other antagonistic exercises are practiced.

THE PREPARATORY DEPARTMENT

WHO MAY ATTEND

The Normal School conducts a preparatory department of first class high school grade. The work given is that of the fourth year of high school. Only those students will be admitted whose communities do not have a standard high school course or do not provide it in a neighboring town.

CREDENTIALS

Blanks for admission to Normal School should be secured from the Normal School and filled out as far as the student's high school course permits. For details of this procedure see page 12.

REQUIREMENTS FOR GRADUATION

Graduation from the preparatory department will be based on the completion of fifteen units. Units obtained at the Normal School will be Carnegie units. A Carnegie unit is the equivalent of one hundred and twenty sixty-minute periods of class work requiring outside preparation.

COURSES OFFERED

The courses offered are not described in detail. Their content is that of the standard high school. Of the following courses, physical education is required and the others should be selected in accordance with the requirements stated on page 12.

English	1 unit
Plane Geometry	$\frac{1}{2}$ unit
Solid Geometry	$\frac{1}{2}$ unit
Chemistry	1 unit
United States History	1 unit
Caesar	1 unit
French	1 unit
Spanish	1 unit
Physical Education	$\frac{1}{2}$ unit

TUITION

By order of the state tuition is charged, the work not being Normal.

FURNISHINGS

The rooms are completely furnished. Students are advised to bring additional blankets or comforts for cold weather and to provide themselves with towels, table napkins, toilet articles, and wash curtains, if the latter are desired.

EXPENSES

All expenses for the semester are due at the time of registration. Make checks payable to the East Stroudsburg State Normal School.

	First Semester 18 weeks	Second Semester 18 weeks	Summer Term 9 weeks	Less than Semester or Term a week
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THE NORMAL SCHOOL

Tuition*.....	Free	Free	Free	
Semester and Term Fee†.....	\$ 10.00	\$ 10.00	\$ 10.00	
Room, Board and Laundry‡.....	126.00	126.00	63.00	8.00

THE PREPARATORY DEPARTMENT

Tuition.....	\$36.00	\$36.00	18.00	
Semester and Term Fee†.....	10.00	10.00	10.00	
Room, Board and Laundry‡.....	126.00	126.00	63.00	8.00
Laboratory§				
Physics	3.00	3.00	3.00	
Chemistry	3.00	3.00	3.00	
Piano Practice				
1 hour daily.....	6.00	6.00	3.00	.50
2 hours daily.....	10.00	10.00	5.00	.75

*Students in the Normal School who receive free tuition are expected to teach two years in Pennsylvania.

†Payment of this fee entitles students to admission to all athletic contests, to all numbers of the entertainment course and to all other lectures and entertainments given by the school authorities.

‡Only twelve plain pieces a week are allowed. For extra pieces a reasonable rate is charged.

§In addition, breakage of material is charged at actual cost.

DEDUCTIONS

No deductions will be made from the term rates in any department of the school for students who are absent during all or part of the last three weeks of the term, nor for those who enter any time during the first two weeks of the term.

No deductions will be made for a period of time less than two weeks and for a greater period of time only for sickness, certified to by the attending physician, or for an equally good reason, and in no case will the refund be more than fifty per cent of the regular charge for the period of absence.

LAUNDRY

Laundry work, including ironing, not to exceed twelve plain pieces a week, will be done by the school. Extra pieces will be charged at reasonable rates. Great care is exercised in the handling of students' laundry, but the school will not be responsible for loss or damage.

REGULATIONS

Each student will be held accountable for any damage to his room.

It is understood that by the resolution of the board of trustees adopting this schedule of rates, all former resolutions, special regulations, and privileges whatsoever are revoked, and that, after September 1, 1921, the rates herein given shall be the bursar's only guide and authority in arranging rates and assessing bills for any and all patrons of the East Stroudsburg State Normal School.

GENERAL INFORMATION

ROOM RESERVATION

It is advisable to reserve rooms early. Some reservations are made months in advance. The most pleasantly located rooms naturally go to early applicants.

RAILROADS

East Stroudsburg is on the main line of the Lackawanna. All express trains stop. A branch of the Pennsylvania comes from Philadelphia and way stations. The N. Y. S. & W. comes to Stroudsburg. A bus runs daily from Lehighton to Stroudsburg.

REGISTRATION

It is important to arrive on the opening day, Tuesday, September 20. The dormitories cannot be ready for students before that date. Students should come as early in the day as possible, get their room assignments, and enrol for all classes.

CLASS ATTENDANCE

The following regulations concerning class attendance were unanimously adopted by the faculty and are in operation.

1. No student whose absences (excused or unexcused) from any course exceed ten per cent of its total class hours shall receive credit for that course.

In exceptional cases, where obvious injustice would result from the enforcement of this rule, it may be suspended by unanimous action of the Principal and all teachers in whose courses the student is enrolled.

2. The only legitimate reasons for absence from class are (1) personal illness, (2) serious illness in one's immediate family, or (3) other equivalent emergency, so adjudged by the Dean.

3. Whenever a boarding student becomes too ill to attend class, he shall at once notify his Dean, who shall visit him, or cause him to be visited, to ascertain the nature and seriousness of the illness.

4. In the office shall be kept a **Sick List** showing the names of those who are ill, and so kept as to indicate clearly the periods during which they are prevented by illness from attending classes.

There shall also be kept an **Absence List**. On this list shall appear the names of all who are absent from the school with the consent of the Dean, and the exact date and hour of leaving and returning.

The object of these lists is to enable teachers to determine when students are absent from class legitimately.

5. Day students shall present their excuses for absence, written by parent or guardian, to the Dean, who shall then make the appropriate entry on the **Sick List** or on the **Absence List**.

6. Whenever any student is found to have absented himself from class without legitimate reason, notice of this, with questions on the work to be made up, shall be passed to the Librarian, who shall summon the student to appear before him at any suitable hour for examination. For every such service a fee of one dollar shall be collected from the student by the bursar and paid to the teacher in charge of the course.

CHURCH

There can be no rule about church attendance in a state school. The Normal School lists the church preferences of its students upon entrance. These lists are furnished to the clergymen of the respective churches. The Stroudsburgs have one Catholic church and various Protestant churches. The students are encouraged to attend their own churches.

SOCIAL LIFE

The social life of the school is under the immediate control of the Dean of Men and the Dean of Women. As much care and thought is devoted to this side of school life as to the scholastic side. A sense of community responsibility is fostered so that only a minimum of rules is required. Such social practices are encouraged as conform to the best social usage.

SUMMARY OF ENROLMENT

	Men	Women	Total
Seniors, Regular Normal Course.....	19	95	114
Juniors, Regular Normal Course.....	19	91	110
Preparatory Students	27	10	37
Special College Students	5	1	6
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Total Enrolment for the regular year.....	70	117	267
Summer School, 1920.....			120
<hr/>			
Total			387

CLASS ROLLS

SENIORS*

Bartholomew, Ralph E., 60 Penn St., East Stroudsburg.
 Cliff, Athol William, East Stroudsburg.
 Cunningham, John Carl, Poplar St., Mayfield.
 Cyphers, Claude, Stroudsburg, R. D. No. 3.
 Davidson, David Jr., Coolbaugh.
 Englehardt, George Henry, 209 S. Crystal St. East Stroudsburg.
 Gibbons, Francis Owen, 74 Green St., Edwardsville.
 Jones, Hasting Henry, Newport St., Ashley.
 Kemp, Edward Leitheiser, East Stroudsburg.
 Lavin, Edward Jerome, 288 Dundaff St., Carbondale.
 Long, Kenneth Heffner, 267 N. Main St., Red Lion.
 McAndrew, John Thomas, 213 Chestnut St., Dunmore.
 Mimnaugh, George Schreiber, Kirkwood, N. J.
 Mitchell, Henry Albert, 567 Main St., Stroudsburg.
 Oswald, Harold Samuel, 304 N. Fourth St., Lehighton.
 Ratajski, John Edwin, 1599 Electric Ave., Scranton.
 Saile, Edward Henry, 406 N. Third St., Lehighton.
 Schwartz, Benjamin Xerxes, 649 Sanderson St., Throop.
 Wilson, Wilbur Van Horn, 53 Ransberry St., East Stroudsburg.

Anzman, Eleanor Carolyn, 121 S. Main St., Wilkes-Barre.
 Bagley, Marjorie Elizabeth, 134 Wyoming St, Carbondale.
 Barrett, Mary Camilla Catherine, 232 Vine St., Plymouth.
 Barteau, Margaret, 519 Northampton St., Portland.
 Bartholomew, Leila Amey, Slateford.
 Beam, Gertrude Reine, 141 Milwaukee St., Old Forge.
 Beatty, Kathryn Sabina, 109 W. Line St., Olyphant.
 Beck, Blanche Evelyn, Mt. Bethel.
 Boyle, Mary Barbara, 729 Hazle Ave., Ashley.
 Burg, Ruth Mae, 704 St. John St., Allentown.
 Burke, Marguerite Mary, Main St., Mayfield.
 Callahan, Mary Bridget, 643 Lincoln St., Dickson City.
 Casey, Catherine Christine, 608 S. Valley St., Olyphant.
 Clarke, Beatrice Romaine, 131 McAlpine St., Duryea.
 Cobb, Agnes Gertrude, Cemetery St., Mayfield.
 Conroy, Mary C., 371 Railroad St., Nanticoke.
 Conway, Anna Gertrude, 79 Rose Ave., Plains.
 Cosgrove, Helen Kathryn, 706 Main St., Old Forge.

*This list of Seniors is not identical with the graduating class. The names of all graduates of the class of 1921 will appear in the *Alumni Record* to be published in October as a number of *The East Stroudsburg Quarterly*.

Cunningham, Mary Louise, Poplar St., Mayfield.
Curran, Lucy Paulus, 507 Susquehanna St., Olyphant.
Davis, Dorothy May, 656 E. Main St., Nanticoke.
Domzalski, Martha Cecelia, 244 Hanover St., Nanticoke.
Dowling, Margaret Elizabeth, 144 Analomink St., East Stroudsburg.
Elward, Kathleen Frances, 203 N. Main St., Plains.
Evans, Rebecca Williams, 172 E. Green St., Nanticoke.
Fehnel, Laura Ailce, Bray St., East Bangor.
Fox, Elsie Lockard, 616 Main St., Dickson City.
Frable, Ruth Mary, Bethlehem, R. D. No. 1.
Gallagher, Catherine, 22 Main St., Simpson.
Garvey, Helen Marie, 136 Brown Row, Wanamie.
Genetti, Leona Lucille, 18 S. Main St., Weston.
Geuther, Marion Isabell, Lake Coma.
Gillespie, Cecilia Craig, 123 William St., Pittston.
Goldberg, Dora, 127 S. Washington St., Wilkes-Barre.
Golden, Rose Mary, 106 Boulevard, Parsons.
Hanahen, Agnes Ruth, 108 Boulevard, Parsons.
Healey, Marie A., 7 Blanchard St., Plains.
Hegarty, Veronica Rose, 239 Lehigh St., Tamaqua.
Hess, Ada Roberta, Easton, R. F. D. No. 1.
Honor, Margaret Elizabeth, 461 State St., Plymouth.
Horn, Florence Elizabeth, 221 S. Walnut St., Nanticoke.
Huffman, Dorothy, East Stroudsburg, R. D. No. 2.
Jones, Louise Lyon, Uniondale, R. D. No. 3.
Kane, Mary Seraphine, 32 Loveland Ave., Kingston.
Koegel, Christie Matilda, 161 S. Third St., Lehighton.
Koff, Theresa Ida, 598 Hazle St., Wilkes-Barre.
Kresge, Florence Elizabeth, Gilbert.
Lamb, Grace Hilda, 147 N. Franklin St., Wilkes-Barre.
Larson, Loretta Martina, 24 McGinnis St., Larksville.
Lewis, Ethel Louise, 712 Carmalt St., Dickson City.
Loftus, Anna Margaret, 292 Dundaff St., Carbondale.
McAndrew, Helen Katherine, 122 Terrace St., Carbondale.
McCann, Elizabeth Katherine, 122 Terrace St., Carbondale.
McCusker, Ella Marguerite, 24 1/2 Roosevelt St., Endicott, N. Y.
McGinis, Mary Elaine, 254 Swetland St., Duryea.
McNelis, Winifred Agnes, 207 Washington St., Freeland.
Manko, Anna Elizabeth, Herrick Centre.
Melvin, Elizabeth Veronica, Main St., Vandling.
Miller, Edna May, Mt. Bethel.
Miller, Georgene, Durham.
Moorhead, Helen Isadore, 1337 Ferry St., Easton.
Mulherin, Anna Rita, 310 Market St., Glen Lyon.
Mullaney, Irene Rose, Moosic St., Jessup.
Mullen, Margaret Rita, 700 Lincoln St., Dickson City.
Murphy, Margaret Angela, 16 E. Carey St., Plains.
Narcoonis, Mary Romaine, 822 Lincoln St., Dickson City.
Niles, Marjorie Isabel, Lakewood.
O'Malley, Mary L., 149 McAlpine St., Duryea.
Padden, Josephine Gertrude, 99 Henry St., Plains.
Pospiesinski, Bertha, 836 S. Market St., Nanticoke.
Price, Beatrice Amy, Cresco.
Price, Harriett Griffith, Moscow.
Reap, Kathleen Loretta, 959 Moosic St., Peckville.
Reedy, Marjorie Marcella, 191 N. Valley St., Olyphant.
Roche, Helen Cecelia, 131 Sussex St., Old Forge.
Rushin, Tillie, 1030 S. Market St., Nanticoke.
Shively, Margaret Butz, 265 E. Brown St., East Stroudsburg.
Simoson, Evaline Alta, 57 E. Luzerne St., Kingston.
Snyder, Catherine Aloysia, 1503 Jackson St., Scranton.
Storosko, Catherine Rosella, 136 Center St., Nanticoke.

Stout, Myrtle Viola, 259 N. Third St., Lehighton.
Stoyak, Mary Ellen, 154 Belmont St., Dickson City.
Sweeney, Helen Eulilia, Line St., Olyphant.
TeWinkle, Bertha Amelia, Clymer, N. Y.
Turner, Florence Henrietta, East Stroudsburg, R. F. D. No. 1.
Underwood, Ruth Louise, 1101 Church St., Honesdale.
Van Vliet, Iva Violet, 714 Scott St., Stroudsburg.
Vlossak, Irene Rosella, 2 Green St., Kingston.
Vosheski, Pauline Ursula, 45 Newport St., Glen Lyon.
Wanamaker, Pauline Kunkle, Kresgeville
Wannemaker, Dorothy Lucille, 154 Washington St., East Stroudsburg.
Weidman, Rella Marie, Portland.
Weiss, Kathryn Cecelia, 152 Brown Row, Wanamie.
Willis, Tabitha Parker, 387 E. Church St., Nanticoke.
Zalneraitis, Mollie Kathryn, College Hill, Wanamie.

JUNIORS

Boyle, Edward Paul, 663 Northampton, St., Wilkes-Barre.
Boyle, Joseph Robert, 663 Northampton St., Wilkes-Barre.
Cliff, Herbert, East Stroudsburg.
Cohen, Manuel Lester, 220 Main St., Old Forge.
Conway, James Gerald, 501 Warren St., Dunmore.
Corcoran, Francis Richard, 54 Bedford St., Forty Fort.
Corcoran, J. Clarence, 111 Atherton St., Plains.
Dempsey, Harold Jerome, Main St., Mayfield.
Frederick, Cicero, East Stroudsburg, R. D. No. 3.
Gillespie, James Michael, N. Delaware St., Olyphant.
Hernandez, Melanio J., Box 46, Placetas, Cuba.
Kennedy, Harold Thomas, 46 Brooklyn St., Carbondale.
Kirkwood, Frank P., 104 River St., Carbondale.
McGowan, John Wilfred, 822 George St., Throop.
Mulligan, John Aloysius, 207 Sanderson St., Olyphant.
Padden, Thomas, 1232 Main St., Dickson City.
Talas, Frank Jr., 75 Talas St., East Stroudsburg.
Ward, Daniel Francis, 671 Northampton St., Wilkes-Barre.
Wilkinson, Harry Charles, Box 464, Freeland.

Arner, Helen, 421 Center St., East Mauch Chunk.
Bailer, Laura Louise, Gouldsboro.
Battle, Mary, 744 Mill St., Carbondale.
Beese, Hilda Irene, 335 E. Union St., Nanticoke.
Bender, Edna Elizabeth, Canadensis.
Bender, Gertrude Irene, Canadensis.
Best, Kathleen Virginia, 174 Searle St., Pittston.
Boyes, Ellen Davies, 121 E. Noble St., Nanticoke.
Brown, Mary Teresa, 612 E. Drinker St., Dunmore.
Coggins, Catherine Alice, Lackawanna St., Mayfield.
Connors, Althea Albert Mae, Lee.
Corrigan, Helen Monica, 50 Ford St., Pittston.
Coughlin, Anna Rose, 174 Spruce St., Archbald.
Coyle, Helen Catherine, 412 W. Oak St., Shenandoah.
Coyne, Mary Magdalen, 511 Lawrence St., Old Forge.
Crawn, Anna Sophia Rosetta, Portland.
Cummings, Barbara Genevieve, 406 Lackawanna St., Olyphant.
Curran, Helen B., 819 N. Valley Ave., Olyphant.
Cusma, Agnes Dorathea, 504 Harris St., Plymouth.
DeLaney, Jane Ursuline, 1 W. Seventh St., Carbondale.
Denion, Grace Alice, Eckley.
Dunleavy, Anna Mary, 503 Lackawanna St., Forest City.
Eckhart, Helen Olive, Tatamy.

Egan, Mary Margaret, 221 Willow St., Dunmore.
Fisher, Carrie Cecilia, 732 Centre St., East Mauch Chunk.
Fitch, Helen Emilie, Falls.
Flynn, Charlotte Louise, 256 Walnut St., Dunmore.
Flynn, Mary Cecilia, 109 Pine St., Archbald.
Fogarty, Helen Rita, 149 Broadway, Nanticoke.
Ford, Maud Mary, 42 Front St., Pittston.
Frederick, Helen, 720 S. Main Ave., Scranton.
Gaffney, Anna Dolores, Eckley.
Gaughan, Florence Lucille, 710 N. Valley St., Olyphant.
Gillespie, Anna Cecelia, 511 N. Delaware St., Olyphant.
Hart, Mary Imelda, 42 Main St., Laffin.
Henry, Kathryn Marjorie, 319 N. Broad St., West Hazleton.
Inman, Marion Marie, East Stroudsburg.
Judge, Monica Mary, 15 Parsonage St., Pittston.
Jurkowitz, Edith, 609 S. Washington Ave., Scranton.
Kelleher, Mabel Virginia, 32 S. Irving St., Scranton.
Kelly, Edna Catherine, 516 Main St., Old Forge.
Kelly, Mary Loretta, 114 Boulevard St., Parsons.
Kennedy, Gertrude Agnes, 73 Courtright St., Wilkes-Barre.
Kinney, Anna Grace, Columbia, N. J.
Kittle, Helen Mildred Marie, 153 State St., Nanticoke.
Kress, Olive Mae, 428 George St., Pen Argyl.
Lane, Mary Romaine, 190 Cemetery St., Archbald.
Langan, Helen Dolores, 19 44th St., Carbondale.
Larkin, Mary Agnes, 355 Railroad St., Nanticoke.
Legus, Victoria Rita, 676 E. Northampton St., Wilkes-Barre.
Leininger Eurana Mable, Weatherly.
Lesser, Mildred Jeanette, Box 571, Freeland.
McCabe, Mary Romaine, 213 Fourth St., Olyphant.
McCauley, Anna Rose, 9 Luzerne Ave., Kingston.
McDonald, Mary DeSales, 511 Chestnut St., Dunmore.
McGowan, Marguerite Ellen, 822 George St., Throop.
McGroarty, Rose Celestine, 116 S. Welles St., Wilkes-Barre.
Mahon, Theresa Margaret, 169 Cemetery St., Archbald.
Mathews, Hope Josephine, New Milford, R. D. No. 3.
Millnamow, Mary Bernardette, 62 E. Northampton St., Wilkes-Barre.
Moran, Margaret Mary, 807 E. Northampton St., Wilkes-Barre.
Morrie, Esther J., Sugarloaf.
Morris, Elizabeth Theresa, 205 E. Spring St., Nanticoke.
Mulvey, Genevieve Theresa, 402 N. Main St., Wilkes-Barre.
Murphy, Rosemary C., 652 N. Main St., Wilkes-Barre.
Nolan, Mary B., 1116 W. Market St., Scranton.
O'Hara, Margaret Mary, 320 Wayne St., Archbald.
O'Hara, Mary Josephine, 829 Cherry St., Scranton.
Oliver, Helen Petronella, 22 Main St., Laffin.
O'Malley, Kathleen Elizabeth, 40 Loveland Ave., Kingston.
Philbin, Margaret Agnes, 177 Cemetery St., Archbald.
Sandrock, Marie Ruth, 207 E. Chestnut St., Hazleton.
Semenza, Josephine Madiline, 529 George St., Old Forge.
Sherlock, Mary Theresa, Plymouth, R. O. No. 1.
Schlom, Ruth, Pocono Summit.
Shiffer, Mary Emma, Brodheads ville.
Snyder, Mabel Irene, 1503 Jackson St., Scranton.
Solon, Estelle Sarah, 401 E. Diamond Ave., Hazleton.
Stanaitis, Della Bernadette, 654 E. Northampton St., Wilkes-Barre.
Starner, Dorothy Agnes, Tannersville.
Storm, Marion Elizabeth, Moscow.
Teeter, Mary Emma, 230 Braeside Ave., East Stroudsburg.
Toole, Mildred Marion, 59 Regent St., Wilkes-Barre.
Trainer, Esther Alice, 117 S. Eighth St., Lehighton.

Van Campen, Martha Elizabeth, 1222 Wyoming St., Pittston.
Walsh, Geraldine Marion, 164 Railroad St., Pittston.
Walsh, Mary Anna, 164 Railroad St., Pittston.
Westbrook, Dorothy Caroline, 134 Broad Street, Stroudsburg.
Widdoss, Elizabeth Marjorie, Woodland Road, Mt. Pocono.
Widdoss, Esther Helen, Woodland Road, Mt. Pocono
Woltjen, Gladys Cora, Canadensis.

PREPARATORY

Arida, Joseph, 118 W. 22nd St., New York City.
Arida, Nassif, 118 W. 22nd St., New York City.
Berger, Joseph James, 26 Ridge St., Wilkes-Barre.
Bunn, George William, 206 E. Brown St., East Stroudsburg.
Burke, William Edmund, 1217 Main St., Dickson City.
Cannon, Joseph Romaine, 212 Sanderson St., Olyphant.
Fadden, Tom, Olyphant.
Hirst, Edward Lawrence, Ontwood Hotel, Mt. Pocono.
Howey, Arthur E., 822 Main St., Dickson City.
Jones, William D., 487 Northampton St., Wilkes-Barre.
Jerome, Willis, 544 E. Lackawanna Ave., Olyphant.
Kelleher, Vincent Paul, 32 S. Irving Ave., Scranton.
Knealing, Cornelius John, Shohola.
Kolhaas, Theodore Philip, 2961 N. Fourth St., Philadelphia.
Lipputt, John Peter, 777 Midcalf St., Wilkes-Barre.
Martin, Lewis, 90 Joseph Lane, Wilkes-Barre.
Mosier, Earl Franklin, 125 Prospect St., East Stroudsburg.
Neary, Stanley J., 65 River St., Carbondale.
O'Connor, Cornelius, 823 N. Valley Ave., Olyphant.
Piorkowski, Joseph Alfonses, 211 Stephenson St., Duryea.
Prior, Emerson, Maple St., Jermyn.
Sadowski, Anthony Theodore, 1026 Lincoln St., Dickson City.
Singer, Robert A., 116 Washington St., East Stroudsburg.
Shoemaker, Emmet E., Dingmans Ferry.
Sisco, John J., 522 Pancost St., Dickson City.
Thierolf, Pearson, Doylestown.
Williams, John F., Olyphant.

Conner, Katherine Dolores, 30 Irving Place, New York City.
Hamill, Anna Melinda, Tobymanna.
Kovacs, Elizabeth Lucille, 619 Sanderson St., Throop.
Major, Naomi Ethlyn, Pocono Pines.
Mathews, Sylvia, 516 March St., Easton.
Price, Bessie Marion, Cresco.
Roberts, Annie, 119 N. Lincoln Ave., Scranton.
Talas, Bertha, 75 Talasz St., East Stroudsburg.
Turner, Madelyn Elizabeth, East Stroudsburg, R. F. D. No. 1.
Wismer, Dorothy Elizabeth, 220 East Ashland St., Doylestown.

SPECIAL COLLEGE

Beville, James Octavius, 204 Harris St., East Stroudsburg.
Crawn, Paul Meredith, Portland.
Frankenfield, Calvin Sloyer, Reigelsville.
Healey, Donald Aloysius, 98 Washington St., Carbondale.
Salathe, Noble E., 117 Analomink St., East Stroudsburg.

Thomas, Jennie, 354 E. Main St., Nanticoke.



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